

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 19 : Skills in comprehending the role of professional education
organizations in one's professional development and in the
control of education.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	19	.65	6	.21	4	.14
2. Graduates	47	24	.51	14	.30	9	.19
3. Subtotal - A	76	43	.57	20	.26	13	.17

B. What level of mastery do you observe?

1. Cooperating Teachers	25	13	.52	5	.20	7	.28
2. College Supervisors	19	12	.63	6	.32	1	.05
3. Supervisors of Graduates	49	15	.31	23	.47	11	.22
4. Subtotal -B	93	40	.43	34	.37	19	.20
C. Overall total A and B	169	83	.491	54	.320	32	.189

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 20 : Skills in knowing the immediate community, utilizing its resources,
and dealing with its values.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	30	10	.33	7	.24	13	.43
2. Graduates	53	20	.38	14	.26	19	.36
3. Subtotal - A	83	30	.36	21	.25	32	.39

B. What level of mastery do you observe?

1. Cooperating Teachers	33	14	.42	4	.12	15	.46
2. College Supervisors	33	7	.21	17	.52	9	.27
3. Supervisors of Graduates	55	13	.23	24	.44	18	.33
4. Subtotal -B	121	34	.28	45	.37	42	.35
C. Overall total A and B	204	64	.314	66	.323	74	.363

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 21: Skills in dealing with the health and safety needs of students.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	31	9	.29	7	.23	15	.48
2. Graduates	52	11	.21	14	.27	27	.52
3. Subtotal - A	83	20	.24	21	.25	42	.51

B. What level of mastery do you observe?

1. Cooperating Teachers	34	7	.21	9	.26	18	.53
2. College Supervisors	30	6	.20	10	.33	14	.47
3. Supervisors of Graduates	55	7	.13	11	.20	37	.67
4. Subtotal -B	119	20	.17	30	.25	69	.58
C. Overall total A and B	202	40	.198	51	.252	111	.550

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 22 : Skills in assisting students develop effective study and reading habits.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	30	11	.37	9	.30	10	.33
2. Graduates	53	17	.32	17	.32	19	.36
3. Subtotal - A	83	28	.34	26	.31	29	.35

B. What level of mastery do you observe?

1. Cooperating Teachers	30	10	.33	9	.30	11	.37
2. College Supervisors	31	8	.26	9	.29	14	.45
3. Supervisors of Graduates	54	8	.15	13	.24	33	.61
4. Subtotal -B	115	26	.23	31	.27	58	.50
C. Overall total A and B	198	54	.273	57	.288	87	.439

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 23 : Skills in aiding students in their career planning through
processes of effective decision-making applicable to their
short and long range life goals.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	27	17	.62	5	.19	5	.19
2. Graduates	42	14	.33	14	.33	14	.33
3. Subtotal - A	69	31	.44	19	.28	19	.28

B. What level of mastery do you observe?

1. Cooperating Teachers	20	7	.35	5	.25	8	.40
2. College Supervisors	15	4	.27	5	.33	6	.40
3. Supervisors of Graduates	45	17	.37	21	.47	7	.16
4. Subtotal -B	80	28	.35	31	.39	21	.26
C. Overall total A and B	149	59	.396	50	.336	40	.268

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 24 : Skills in improving students' reading skills, reading comprehension and reading rate within the content areas to support content area objectives.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	27	9	.33	9	.33	9	.33
2. Graduates	50	17	.34	10	.20	23	.46
3. Subtotal - A	77	26	.34	19	.25	32	.41

B. What level of mastery do you observe?

1. Cooperating Teachers	21	9	.43	5	.24	7	.33
2. College Supervisors	26	6	.23	9	.35	11	.42
3. Supervisors of Graduates	53	9	.17	14	.26	30	.57
4. Subtotal -B	100	24	.24	28	.28	48	.48
C. Overall total A and B	177	50	.282	47	.266	80	.452

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 25 : Skills in dealing with the special needs of physically or mentally handicapped students in the classroom.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	16	.55	4	.14	9	.31
2. Graduates	47	20	.43	16	.34	11	.23
3. Subtotal - A	76	36	.48	20	.26	20	.26

B. What level of mastery do you observe?

1. Cooperating Teachers	23	9	.39	4	.17	10	.44
2. College Supervisors	20	7	.35	2	.10	11	.55
3. Supervisors of Graduates	50	16	.32	16	.32	18	.36
4. Subtotal -B	93	32	.35	22	.23	39	.42
C. Overall total A and B	169	68	.402	42	.249	59	.349

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 26 : Skills in distinguishing and utilizing a variety of questioning techniques effectively.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	10	.34	11	.38	8	.28
2. Graduates	53	17	.32	21	.40	15	.28
3. Subtotal - A	82	27	.33	32	.39	23	.28

B. What level of mastery do you observe?

1. Cooperating Teachers	32	13	.41	6	.18	13	.41
2. College Supervisors	30	8	.27	12	.40	10	.33
3. Supervisors of Graduates	53	12	.23	28	.53	13	.24
4. Subtotal -B	115	33	.29	46	.40	36	.31
C. Overall total A and B	197	60	.305	78	.396	59	.299

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 27 : Skills in counseling students regarding personal problems or
concerns as these problems surface during the school year.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	31	14	.45	10	.32	7	.23
2. Graduates	49	13	.26	18	.37	18	.37
3. Subtotal - A	80	27	.34	28	.35	25	.31

B. What level of mastery do you observe?

1. Cooperating Teachers	31	12	.39	5	.16	14	.45
2. College Supervisors	20	4	.20	7	.35	9	.45
3. Supervisors of Graduates	54	16	.30	12	.22	26	.48
4. Subtotal -B	105	32	.30	24	.23	49	.47
C. Overall total A and B	185	59	.319	52	.281	74	.400

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

APPENDIX

Table IV

Complete Data Display for
Skills Related to Teaching

Perceived Mastery - Beginning Students/Student Teachers

SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES

Skill Area: # 1 : Skills in managing student discipline and interaction, and in controlling classroom environment.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	92	49	.53	21	.23	22	.24
2. Student Teachers	32	3	.09	17	.53	12	.38
Relative Frequency Difference			-.44		.30		.14

Skill Area: # 2 : Skills in recognizing learner needs in relation to each learner's abilities and development.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	89	58	.65	18	.20	13	.15
2. Student Teachers	32	6	.18	13	.41	13	.41
Relative Frequency Difference			-.47		.21		.26

Skill Area: # 3 : Skills in encouraging the social or interpersonal skill development of students.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	94	59	.63	28	.30	7	.07
2. Student Teachers	30	7	.23	16	.54	7	.23
Relative Frequency Difference			-.40	106	.24		.16

**PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES**

Skill Area: # 4 : Skills in projecting enthusiasm for one's subject and for teaching in general.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	93	44	.47	24	.26	25	.27
2. Student Teachers	32	6	.19	7	.22	19	.59
Relative Frequency Difference			-.28		-.04		.32

Skill Area: # 5 : Skills in developing evaluation/diagnostic procedures to obtain information about the effectiveness of instruction.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	87	69	.80	9	.10	9	.10
2. Student Teachers	32	13	.40	14	.44	5	.16
Relative Frequency Difference			-.40		.34		.06

Skill Area: # 6 : Skills in demonstrating a variety of teaching methods while applying psychological principles of motivation and learning to teaching techniques and developing effective teaching strategies.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	86	62	.72	14	.16	10	.12
2. Student Teachers	29	12	.41	12	.41	5	.18
Relative Frequency Difference			-.31		.25		.06

SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES

Skill Area: # 7 : Skills in organizing instruction in order to meet individual
and/or cultural differences among learners.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	89	71	.80	11	.12	7	.08
2. Student Teachers	28	12	.43	11	.39	5	.18
Relative Frequency Difference			-.37		.27		.10

Skill Area: # 8 : Skills in enhancing student self-concept and in securing learner
growth towards self-discipline.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	91	59	.65	24	.26	8	.09
2. Student Teachers	32	10	.33	11	.34	11	.34
Relative Frequency Difference			-.32		.08		.25

Skill Area: # 9 : Skills in utilizing audio-visual equipment and available learning
aids.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	90	62	.69	16	.18	12	.13
2. Student Teachers	31	8	.26	11	.35	12	.39
Relative Frequency Difference			-.43	108	.17		.26

SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES

Skill Area: # 10 : Skills in developing a particular philosophy of education which
pertains to one's own classroom practice(s) while being able to
compare and contrast other philosophical positions.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	85	64	.75	13	.15	8	.10
2. Student Teachers	29	12	.41	13	.45	4	.14
Relative Frequency Difference			-.34		.30		.04

Skill Area: # 11 : Skills in acquiring the knowledge base for the school subject(s)
being taught in one's classroom.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	94	51	.54	24	.26	19	.20
2. Student Teachers	32	2	.06	11	.34	19	.60
Relative Frequency Difference			-.48		.08		.40

Skill Area: # 12 : Skills in planning instruction to achieve behavioral or
performance objectives.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	91	62	.68	18	.20	11	.12
2. Student Teachers	31	8	.26	14	.45	9	.29
Relative Frequency Difference			-.42	109	.25		.17

**SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES**

Skill Area: # 13 : Skills in applying principles of school law in such areas as
corporal punishment, contracts, teacher liability, and due
process.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	87	65	.75	14	.16	8	.09
2. Student Teachers	29	15	.52	7	.24	7	.24
Relative Frequency Difference			-.23		.08		.15

Skill Area: # 14 : Skills in predicting alternative consequences of an educational
practice, be it a traditional approach or an innovative one.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	79	68	.86	8	.10	3	.04
2. Student Teachers	25	14	.56	6	.24	5	.20
Relative Frequency Difference			-.30		.14		.16

Skill Area: # 15 : Skills in interpreting and understanding standardized test reports
on student performance.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	85	68	.80	11	.13	6	.07
2. Student Teachers	27	8	.30	8	.30	11	.40
Relative Frequency Difference			-.50	11.0	.17		.33

**SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES**

Skill Area: # 16 : Skills in understanding the implications of public school finance,
state control of education, federal legislation, and U. S.
Supreme Court decisions.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	90	72	.80	13	.14	5	.06
2. Student Teachers	28	18	.64	7	.25	3	.11
Relative Frequency Difference			-.16		.11		.05

Skill Area: # 17 : Skills in communicating with parents and planning with them for
the education of their children.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	89	62	.70	16	.18	11	.12
2. Student Teachers	31	11	.35	6	.20	14	.45
Relative Frequency Difference			-.35		.02		.33

Skill Area: # 18 : Skills in understanding and utilizing the school's formal authority
structure and its services and specialists in decision-making.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	83	67	.81	10	.12	6	.07
2. Student Teachers	29	12	.41	9	.31	8	.28
Relative Frequency Difference			-.40	111	.19		.21

SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES

Skill Area: # 19 : Skills in comprehending the role of professional education
organizations in one's professional development, and in the
control of education.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	87	68	.78	14	.16	5	.06
2. Student Teachers	29	19	.65	6	.21	4	.14
Relative Frequency Difference			-.13		.05		.08

Skill Area: # 20 : Skills in knowing the immediate community, utilizing its
resources, and dealing with its values.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	90	60	.67	17	.19	13	.14
2. Student Teachers	30	10	.33	7	.24	13	.43
Relative Frequency Difference			-.34		.05		.29

Skill Area: # 21 : Skills in dealing with the health and safety needs of students.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	92	54	.59	18	.19	20	.22
2. Student Teachers	31	9	.29	7	.23	15	.48
Relative Frequency Difference			.30	112	.20		.26

SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES

Skill Area: # 22 : Skills in assisting students develop effective study and reading habits.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	92	68	.74	16	.17	8	.09
2. Student Teachers	30	11	.37	9	.30	10	.33
Relative Frequency Difference			-.37		.13		.24

Skill Area: # 23 : Skills in aiding students in their career planning through processes of effective decision-making applicable to their short and long range life goals.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	88	69	.78	13	.15	6	.07
2. Student Teachers	27	17	.62	5	.19	5	.19
Relative Frequency Difference			-.16		.04		.12

Skill Area: # 24 : Skills in improving students' reading skills, reading comprehension and reading rate within the content areas to support content area objectives.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	87	67	.77	13	.15	7	.08
2. Student Teachers	27	9	.33	9	.33	9	.33
Relative Frequency Difference			-.24	112	.18		.25

SKILLS RELATED TO TEACHING:
PERCEIVED MASTERY - STUDENT TEACHERS AND BEGINNING STUDENTS
COUNTS AND RELATIVE FREQUENCIES

Skill Area: # 25 : Skills in dealing with the special needs of physically or
mentally handicapped students in the classroom.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	87	64	.74	13	.15	10	.11
2. Student Teachers	29	16	.55	4	.14	9	.31
Relative Frequency Difference			-.19		-.01		.20

Skill Area: # 26 : Skills in distinguishing and utilizing a variety of questioning
techniques effectively.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	88	68	.77	11	.13	9	.10
2. Student Teachers	29	10	.34	11	.38	8	.28
Relative Frequency Difference			-.43		.25		.18

Skill Area: # 27 : Skills in counseling students regarding personal problems or
concerns as these problems surface during the school year.

What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Rel. Freq.	Count	Rel. Freq.	Count	Relative
1. Ed. 101 Students	94	59	.63	23	.24	12	.13
2. Student Teachers	31	14	.45	10	.32	7	.23
Relative Frequency Difference			-.18	114	.08		.10

APPENDIX

Table 7

Computational Display for
Correlation Between Rankings of
Perceived Importance and Perceived Mastery

Correlation Between Rankings of Perceived Importance and Mastery

Skill Area	Importance Rank	Mastery Rank	d	d ²
1	1	3	-2	4
2	2	10	-8	64
3	19	18	1	1
4	4	1	3	9
5	14	21	-7	49
6	12	20	-8	64
7	15	19	-4	16
8	7	6	1	1
9	25	11	14	196
10	23	23	0	0
11	3	2	1	1
12	10	7	3	9
13	20	17	3	9
14	24	26	-2	4
15	22	15	7	49
16	27	27	0	0
17	8	5	3	9
18	21	13	8	64
19	26	25	1	1
20	17	14	3	9
21	9	4	5	25
22	5	9	-4	16
23	18	24	-6	36
24	6	8	-2	4
25	11	16	-5	25
26	16	22	-6	36
27	13	12	1	1

$$r_s = 1 - \frac{6(\sum d^2)}{n(n^2-1)} = 1 - \frac{6(702)}{27(729-1)} = .79$$

COPY OF
QUESTIONNAIRES

Survey Identification Number _____

IDAHO STATE UNIVERSITY
UNDERGRADUATE TEACHER EDUCATION SURVEY
OF STUDENTS/GRADUATES

This questionnaire is protected by federal legislation pertaining to printed information and absolutely no names will be disclosed under any circumstances. This questionnaire is one tool being used to gather data regarding Teacher Education at Idaho State University.

Please provide your name.

Last First Middle Maiden

General Information
ISU Student/Graduate

- ____ 1. What is your sex? (Optional under federal law.)
a. Male b. Female
- ____ 2. How old are you? (Optional under federal law.)
a. 19 or less
b. 20 to 24
c. 25 to 29
d. 30 to 39
e. 40 or older
- ____ 3. What stage of professional training best describes you at this time?
a. Student in education classes
b. Currently student teaching or just completed student teaching
c. Certified teacher with less than 3 years experience
d. Certified teacher with 3 years or more experience
- ____ 4. What is/are your areas of specialization?
a. Elementary
b. Secondary, please specify major(s) and/or minor(s) A _____
B _____
C _____
c. Special Education
d. Early Childhood Education
- ____ 5. What plans have you for graduate school?
a. I plan to go
b. I do not plan to go
c. I am currently a graduate student. Please specify degree sought _____
Please specify institution granting the degree _____
d. I have graduate degree. Specify the degree _____
Specify the institution _____

SKILLS RELATED TO TEACHING:
PERCEIVED IMPORTANCE AND MASTERY

Directions:

The questionnaire is comprised of numbered skills statements - you are asked to react to each statement in two ways. In the first way, after carefully reading a skills statement, ask yourself, "What level of importance do I attach to this skills area?" Choose what you feel to be the most appropriate response from CATEGORY I and write the number of this response in the first blank next to the skills statement. After recording this number, still considering the same skills statement, ask yourself, "What level of mastery do I have in this skills area at this point in time?" Choose what you feel to be the most appropriate response from CATEGORY II and write the letter of this response in the second blank next to the skills statement. After recording this letter, move on to the next skills statement and go through the same procedure. Continue until you have responded to all skills statements.

Select one from each of the two categories for every skills statement.

CATEGORY I: Level of Importance

1. Does not apply / Unknown
2. No importance
3. Some importance
4. Moderate importance
5. Considerable importance
6. Maximum importance

CATEGORY II: Level of Mastery

- A. Does not apply / Unknown
- B. No mastery
- C. Some mastery
- D. Moderate mastery
- E. Considerable mastery
- F. Maximum mastery

Indicate:

1 - 6 A - F

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Skills in managing student discipline and interaction, and in controlling the classroom environment. |
| _____ | _____ | 2. Skills in recognizing learner needs in relation to each learner's abilities and development. |
| _____ | _____ | 3. Skills in encouraging the social or interpersonal skill development of students. |
| _____ | _____ | 4. Skills in projecting enthusiasm for one's subject and for teaching in general. |
| _____ | _____ | 5. Skills in developing evaluation/diagnostic procedures to obtain information about the effectiveness of instruction. |

Indicate:

1 - 6 A - F

- | | | |
|-------|-------|--|
| _____ | _____ | 6. Skills in demonstrating a variety of teaching methods while applying psychological principles of motivation and learning to teaching techniques and developing effective teaching strategies. |
| _____ | _____ | 7. Skills in organizing instruction in order to meet individual and/or cultural differences among learners. |
| _____ | _____ | 8. Skills in enhancing student self-concept and in securing learner growth towards self-discipline. |
| _____ | _____ | 9. Skills in utilizing audio-visual equipment and available learning aids. |
| _____ | _____ | 10. Skills in developing a particular philosophy of education which pertains to one's own classroom practice(s) while being able to compare and contrast other philosophical positions. |
| _____ | _____ | 11. Skills in acquiring the knowledge base for the school subject(s) being taught in one's classroom. |
| _____ | _____ | 12. Skills in planning instruction to achieve behavioral or performance objectives. |
| _____ | _____ | 13. Skills in applying principles of school law in such areas as corporal punishment, contracts, teacher liability, and due process. |
| _____ | _____ | 14. Skills in predicting alternative consequences of an educational practice, be it a traditional approach or an innovative one. |
| _____ | _____ | 15. Skills in interpreting and understanding standardized test reports on student performance. |
| _____ | _____ | 16. Skills in understanding the implications of public school finance, state control of education, federal legislation, and U. S. Supreme Court decisions. |
| _____ | _____ | 17. Skills in communicating with parents and planning with them for the education of their children. |
| _____ | _____ | 18. Skills in understanding and utilizing the school's formal authority structure and its services and specialists in decision-making. |
| _____ | _____ | 19. Skills in comprehending the role of professional education organizations in one's professional development and in the control of education. |
| _____ | _____ | 20. Skills in knowing the immediate community, utilizing its resources, and dealing with its values. |

Indicate:

1 - 6 A - F

- | | | |
|-------|-------|--|
| _____ | _____ | 21. Skills in dealing with the health and safety needs of students. |
| _____ | _____ | 22. Skills in assisting students develop effective study and reading habits. |
| _____ | _____ | 23. Skills in aiding students in their career planning through processes of effective decision-making applicable to their short and long range life goals. |
| _____ | _____ | 24. Skills in improving students' reading skills, reading comprehension and reading rate within the content areas to support content area objectives. |
| _____ | _____ | 25. Skills in dealing with the special needs of physically or mentally handicapped students in the classroom. |
| _____ | _____ | 26. Skills in distinguishing and utilizing a variety of questioning techniques effectively. |
| _____ | _____ | 27. Skills in counseling students regarding personal problems or concerns as these problems surface during the school year. |

Please add below additional skills that you feel are of considerable importance for classroom teachers.

Survey Identification Number _____

IDAHO STATE UNIVERSITY
UNDERGRADUATE TEACHER EDUCATION SURVEY
OF STUDENT TEACHING SUPERVISORS

This questionnaire is protected by federal legislation pertaining to printed information and absolutely no names will be disclosed under any circumstances. This questionnaire is one tool being used to gather data regarding Teacher Education at Idaho State University. Information provided will not be used in grading the student teacher named below nor in evaluating you as a supervisor.

Please provide your name.

_____ Last First Middle

Please provide the name
of the student teacher
supervised.

_____ Last First Middle Maiden

- _____ 1. What is your sex? (Optional under federal law.)
a. Male b. Female
- _____ 2. How old are you? (Optional under federal law.)
a. 19 or less
b. 20 to 24
c. 25 to 29
d. 30 to 39
e. 40 or older
- _____ 3. Have you previously supervised student teaching?
a. Yes
b. No
If you have answered yes, please specify appropriate number _____
- _____ 4. What is/are your areas of specialization?
a. Elementary
b. Secondary, please specify major(s) and/or minor(s) A _____
B _____
C _____
c. Special Education
d. Early Childhood Education
- _____ 5. What stage of professional training best describes you at this time?
a. I have an undergraduate degree. Please specify the degree _____
Please specify the institution granting the degree _____
b. I have an undergraduate degree plus 15 or more hours.
c. I am currently a graduate student. Specify degree sought _____
Specify institution _____
d. I have graduate degree(s). Specify the degree(s) _____
Specify institution(s) _____
- _____ 6. How many years of K - 12 teaching experience do you have?
a. 1 - 4
b. 5 - 9
c. 10 - 19
d. 20 or more

SKILLS RELATED TO TEACHING:
PERCEIVED IMPORTANCE AND MASTERY

Directions:

The questionnaire is comprised of numbered skills statements - you are asked to react to each statement in two ways. In the first way, after carefully reading a skills statement, ask yourself, "What level of importance do I attach to this skills area?" Choose what you feel to be the most appropriate response from CATEGORY I and write the number of this response in the first blank next to the skills statement. After recording this number, still considering the same skills statement, ask yourself, "What level of mastery in this skills area do I observe the student teacher (named above) demonstrating at this point in time?" Choose what you feel to be the most appropriate response from CATEGORY II and write the letter of this response in the second blank next to the skills statement. After recording this letter, move on to the next skills statement and go through the same procedure. Continue until you have responded to all skills statements.

Select one from each of the two categories for every skills statement.

CATEGORY I: Level of Importance

1. Does not apply / Unknown
2. No importance
3. Some importance
4. Moderate importance
5. Considerable importance
6. Maximum importance

CATEGORY II: Level of Mastery

- A. Does not apply / Unknown
- B. No mastery
- C. Some mastery
- D. Moderate mastery
- E. Considerable mastery
- F. Maximum mastery

Indicate:

1 - 6 A - F

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Skills in managing student discipline and interaction, and in controlling the classroom environment. |
| _____ | _____ | 2. Skills in recognizing learner needs in relation to each learner's abilities and development. |
| _____ | _____ | 3. Skills in encouraging the social or interpersonal skill development of students. |
| _____ | _____ | 4. Skills in projecting enthusiasm for one's subject and for teaching in general. |
| _____ | _____ | 5. Skills in developing evaluation/diagnostic procedures to obtain information about the effectiveness of instruction. |

Indicate:

1 - 6 A - F

- | | | |
|-------|-------|--|
| _____ | _____ | 6. Skills in demonstrating a variety of teaching methods while applying psychological principles of motivation and learning to teaching techniques and developing effective teaching strategies. |
| _____ | _____ | 7. Skills in organizing instruction in order to meet individual and/or cultural differences among learners. |
| _____ | _____ | 8. Skills in enhancing student self-concept and in securing learner growth towards self-discipline. |
| _____ | _____ | 9. Skills in utilizing audio-visual equipment and available learning aids. |
| _____ | _____ | 10. Skills in developing a particular philosophy of education which pertains to one's own classroom practice(s) while being able to compare and contrast other philosophical positions. |
| _____ | _____ | 11. Skills in acquiring the knowledge base for the school subject(s) being taught in one's classroom. |
| _____ | _____ | 12. Skills in planning instruction to achieve behavioral or performance objectives. |
| _____ | _____ | 13. Skills in applying principles of school law in such areas as corporal punishment, contracts, teacher liability, and due process. |
| _____ | _____ | 14. Skills in predicting alternative consequences of an educational practice, be it a traditional approach or an innovative one. |
| _____ | _____ | 15. Skills in interpreting and understanding standardized test reports on student performance. |
| _____ | _____ | 16. Skills in understanding the implications of public school finance, state control of education, federal legislation, and U. S. Supreme Court decisions. |
| _____ | _____ | 17. Skills in communicating with parents and planning with them for the education of their children. |
| _____ | _____ | 18. Skills in understanding and utilizing the school's formal authority structure and its services and specialists in decision-making. |
| _____ | _____ | 19. Skills in comprehending the role of professional education organizations in one's professional development and in the control of education. |
| _____ | _____ | 20. Skills in knowing the immediate community, utilizing its resources, and dealing with its values. |

Indicate:

1 - 6 A - F

- | | | | |
|-------|-------|-----|--|
| _____ | _____ | 21. | Skills in dealing with the health and safety needs of students. |
| _____ | _____ | 22. | Skills in assisting students develop effective study and reading habits. |
| _____ | _____ | 23. | Skills in aiding students in their career planning through processes of effective decision-making applicable to their short and long range life goals. |
| _____ | _____ | 24. | Skills in improving students' reading skills, reading comprehension and reading rate within the content areas to support content area objectives. |
| _____ | _____ | 25. | Skills in dealing with the special needs of physically or mentally handicapped students in the classroom. |
| _____ | _____ | 26. | Skills in distinguishing and utilizing a variety of questioning techniques effectively. |
| _____ | _____ | 27. | Skills in counseling students regarding personal problems or concerns as these problems surface during the school year. |

Please add below additional skills that you feel are of considerable importance for classroom teachers.

IDAHO STATE UNIVERSITY
UNDERGRADUATE TEACHER EDUCATION SURVEY
OF SUPERVISORS OF IDAHO STATE UNIVERSITY GRADUATES

This questionnaire is protected by federal legislation pertaining to printed information and absolutely no names will be disclosed under any circumstances. This questionnaire is one tool being used to gather data regarding Teacher Education at Idaho State University.

Please provide your name. _____
Last First Middle

Please provide the name
of the Idaho State University graduate
supervised. _____
Last First Middle Maiden

- _____ 1. What is your sex? (Optional under federal law.)
a. Male b. Female
- _____ 2. How many years of administrative experience do you have?
a. 1 - 4
b. 5 - 9
c. 10 - 19
d. 20 or more
- _____ 3. Which of the following terms best describes your current position?
a. Principal
b. Vice-Principal
c. Chairperson
d. District Supervisor
e. Other _____
- _____ 4. What is/are your areas of specialization?
a. Elementary
b. Senior High School
c. Junior High/Middle School
d. Other, please specify _____
- _____ 5. What stage of professional training best describes you at this time?
a. I have an undergraduate degree. Please specify the degree _____
Please specify the institution granting the degree _____
b. I have an undergraduate degree plus 15 or more hours.
c. I am currently a graduate student. Specify degree sought _____
Specify institution _____
d. I have graduate degree(s) Specify the degree(s) _____
Specify institution(s) _____
- _____ 6. How many years of K - 12 teaching experience do you have?
a. 1 - 4
b. 5 - 9
c. 10 - 19
d. 20 or more

SKILLS RELATED TO TEACHING:
PERCEIVED IMPORTANCE AND MASTERY

Directions:

The questionnaire is comprised of numbered skills statements - you are asked to react to each statement in two ways. In the first way, after carefully reading a skills statement, ask yourself, "What level of importance do I attach to this skills area?" Choose what you feel to be the most appropriate response from CATEGORY I and write the number of this response in the first blank next to the skills statement. After recording this number, still considering the same skills statement, ask yourself, "What level of mastery in this skills area do I observe the teacher (named above) demonstrating at this point in time?" Choose what you feel to be the most appropriate response from CATEGORY II and write the letter of this response in the second blank next to the skills statement. After recording this letter, move on to the next skills statement and go through the same procedure. Continue until you have responded to all skills statements.

Select one from each of the two categories for every skills statement.

CATEGORY I: Level of Importance

1. Does not apply / Unknown
2. No importance
3. Some importance
4. Moderate importance
5. Considerable importance
6. Maximum importance

CATEGORY II: Level of Mastery

- A. Does not apply / Unknown
- B. No mastery
- C. Some mastery
- D. Moderate mastery
- E. Considerable mastery
- F. Maximum mastery

Indicate:

1 - 6 A - F

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Skills in managing student discipline and interaction, and in controlling the classroom environment. |
| _____ | _____ | 2. Skills in recognizing learner needs in relation to each learner's abilities and development. |
| _____ | _____ | 3. Skills in encouraging the social or interpersonal skill development of students. |
| _____ | _____ | 4. Skills in projecting enthusiasm for one's subject and for teaching in general. |
| _____ | _____ | 5. Skills in developing evaluation/diagnostic procedures to obtain information about the effectiveness of instruction. |

Indicate:

1 - 6 A - F

- | | | | |
|-------|-------|-----|---|
| _____ | _____ | 6. | Skills in demonstrating a variety of teaching methods while applying psychological principles of motivation and learning to teaching techniques and developing effective teaching strategies. |
| _____ | _____ | 7. | Skills in organizing instruction in order to meet individual and/or cultural differences among learners. |
| _____ | _____ | 8. | Skills in enhancing student self-concept and in securing learner growth towards self-discipline. |
| _____ | _____ | 9. | Skills in utilizing audio-visual equipment and available learning aids. |
| _____ | _____ | 10. | Skills in developing a particular philosophy of education which pertains to one's own classroom practice(s) while being able to compare and contrast other philosophical positions. |
| _____ | _____ | 11. | Skills in acquiring the knowledge base for the school subject(s) being taught in one's classroom. |
| _____ | _____ | 12. | Skills in planning instruction to achieve behavioral or performance objectives. |
| _____ | _____ | 13. | Skills in applying principles of school law in such areas as corporal punishment, contracts, teacher liability, and due process. |
| _____ | _____ | 14. | Skills in predicting alternative consequences of an educational practice, be it a traditional approach or an innovative one. |
| _____ | _____ | 15. | Skills in interpreting and understanding standardized test reports on student performance. |
| _____ | _____ | 16. | Skills in understanding the implications of public school finance, state control of education, federal legislation, and U. S. Supreme Court decisions. |
| _____ | _____ | 17. | Skills in communicating with parents and planning with them for the education of their children. |
| _____ | _____ | 18. | Skills in understanding and utilizing the school's formal authority structure and its services and specialists in decision-making. |
| _____ | _____ | 19. | Skills in comprehending the role of professional education organizations in one's professional development and in the control of education. |
| _____ | _____ | 20. | Skills in knowing the immediate community, utilizing its resources, and dealing with its values. |

Indicate:

1 - 6 A - F

- _____ 21. Skills in dealing with the health and safety needs of students.
- _____ 22. Skills in assisting students develop effective study and reading habits.
- _____ 23. Skills in aiding students in their career planning through processes of effective decision-making applicable to their short and long range life goals.
- _____ 24. Skills in improving students' reading skills, reading comprehension and reading rate within the content areas to support content area objectives.
- _____ 25. Skills in dealing with the special needs of physically or mentally handicapped students in the classroom.
- _____ 26. Skills in distinguishing and utilizing a variety of questioning techniques effectively.
- _____ 27. Skills in counseling students regarding personal problems or concerns as these problems surface during the school year.

Please add below additional skills that you feel are of considerable importance for classroom teachers.

Summary of Personal Data Information
on the
Six Respondent Groups

Comments with Regard to Respondents

Beginning Students

These respondents consisted of all students enrolled in Ed. 101, Fall Semester, 1980. Collected October, 1980.

Student Teachers

These respondents consisted of Fall, 1980 student teachers. Collected November, 1980. Forty-six questionnaires were sent out; 32 were returned.

Cooperating Teachers

These respondents consisted of Fall, 1980 cooperating teachers. Collected October - November, 1980. Fifty-five questionnaires were sent out; 35 were returned.

College Supervisors

These respondents consisted of Fall, 1980 college supervisors. Collected October - November, 1980. Thirty-five questionnaires, or sets of questionnaires, were sent out; 31 were returned.

Graduates

These respondents consisted of individuals the names of whom were supplied by the Placement Office as Idaho State University graduates placed during 1979-1980. Eight-two questionnaires were sent out; 53 were returned. Collected April, 1981

Supervisors of Graduates

These respondents consisted of supervision of the 82 graduates above. Eighty-two questionnaires were sent; 46 questionnaires were returned. Collected April, 1981.

SUMMARY OF PERSONAL DATA COUNTS
Ed. 101 Students
n = 105

1. What is your sex?
a. Male 70 b. Female 31
2. How old are you?
32 a. 19 or less
39 b. 20 to 24
14 c. 25 to 29
12 d. 30 to 39
4 e. 40 or older
3. What stage of professional training best describes you at this time?
100 a. Student in education classes
b. Currently student teaching or just completed student teaching
1 c. Certified teacher with less than 3 years experience
d. Certified teacher with 3 years or more experience
4. What is/are your areas of specialization?
38 a. Elementary
44 b. Secondary
12 c. Special Education
4 d. Early Childhood Education
5. What plans have you for graduate school?
61 a. I plan to go
32 b. I do not plan to go
3 c. I am currently a graduate student
2 d. I have graduate degree

SUMMARY OF PERSONAL DATA COUNTS
Student Teachers
n = 32

1. What is your sex?
a. Male 17 b. Female 15
2. How old are you?
0 a. 19 or less
12 b. 20 to 24
8 c. 25 to 29
7 d. 30 to 39
5 e. 40 or older
3. What stage of professional training best describes you at this time?
a. Student in education classes
32 b. Currently student teaching or just completed student teaching
c. Certified teacher with less than 3 years experience
d. Certified teacher with 3 years or more experience
4. What is/are your areas of specialization?
12 a. Elementary
18 b. Secondary
0 c. Special Education
2 d. Early Childhood Education
5. What plans have you for graduate school?
23 a. I plan to go
8 b. I do not plan to go
c. I am currently a graduate student
d. I have graduate degree

SUMMARY OF PERSONAL DATA COUNTS
Cooperating Teachers
n = 35

1. What is your sex?
a. Male 21 b. Female 14
2. How old are you?
a. 19 or less 0
b. 20 to 24 1
c. 25 to 29 1
d. 30 to 39 15
e. 40 or older 18
3. Have you previously supervised student teaching?
a. Yes 29
b. No 6
4. What is/are your areas of specialization?
a. Elementary 11
b. Secondary 21
c. Special Education 0
d. Early Childhood Education 3
5. What stage of professional training best describes you at this time?
a. I have an undergraduate degree 1
b. I have an undergraduate degree plus 15 or more hours 16
c. I am currently a graduate student 8
d. I have graduate degree(s) 9
6. How many years of K - 12 teaching experience do you have?
a. 1 - 4 1
b. 5 - 9 6
c. 10 - 19 23
d. 20 or more 5

SUMMARY OF PERSONAL DATA COUNTS
College Supervisors
n = 31

1. What is your sex?
a. Male 14 b. Female 17
2. How old are you?
0 a. 19 or less
0 b. 20 to 24
0 c. 25 to 29
5 d. 30 to 39
26 e. 40 or older
3. Have you previously supervised student teaching?
29 a. Yes
2 b. No
4. What is/are your areas of specialization?
13 a. Elementary
22 b. Secondary
1 c. Special Education
0 d. Early Childhood Education
5. What stage of professional training best describes you at this time?
0 a. I have an undergraduate degree
1 b. I have an undergraduate degree plus 15 or more hours
0 c. I am currently a graduate student
30 d. I have graduate degrees(s)
6. How many years of K - 12 teaching experience do you have?
0 a. 1 - 4
16 b. 5 - 9
10 c. 10 - 19
2 d. 20 or more

SUMMARY OF PERSONAL DATA COUNTS

Graduates

n = 53

1. What is your sex?
a. Male 14 b. Female 39 .
2. How old are you?
0 a. 19 or less
11 b. 20 to 24
20 c. 25 to 29
13 d. 30 to 39
9 e. 40 or older
3. What stage of professional training best describes you at this time?
0 a. Student in education classes
0 b. Currently student teaching or just completed student teaching
32 c. Certified teacher with less than 3 years experience
18 d. Certified teacher with 3 years or more experience
4. What is/are your areas of specialization?
28 a. Elementary
26 b. Secondary
5 c. Special Education
1 d. Early Childhood Education
5. What plans have you for graduate school?
24 a. I plan to go
12 b. I do not plan to go
12 c. I am currently a graduate student
7 d. I have graduate degree

SUMMARY OF PERSONAL DATA COUNTS
Supervisors of Graduates
n = 46

1. What is your sex?
a. Male 40 b. Female 6
2. How many years of administrative experience do you have?
6 a. 1 - 4
14 b. 5 - 9
12 c. 10 - 19
11 d. 20 or more
3. Which of the following terms best describes your current position?
41 a. Principal
0 b. Vice-Principal
1 c. Chairperson
3 d. District Supervisor
3 e. Superintendent
4. What is/are your areas of specialization?
27 a. Elementary
14 b. Senior High School
17 c. Junior High/Middle School
2 d. Administrative
5. What stage of professional training best describes you at this time?
1 a. I have an undergraduate degree
0 b. I have an undergraduate degree plus 15 or more hours
1 c. I am currently a graduate student
44 d. I have graduate degree
6. How many years of K - 12 teaching experience do you have?
8 a. 1 - 4
12 b. 5 - 9
12 c. 10 - 19
11 d. 20 or more